



Behaviour Policy 2019-2020

October 2020

Date for next review

October 2023

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## Behaviour Policy: Introduction

### Sherrier Church of England Primary School

#### *The Sherrier Way- Community-Minded, Compassionate and Creative*

#### **Aims and Values**

The expectations of behaviour in our school are deeply rooted in our mission statement.

***Teach children how to live and they will remember it all their lives (Proverbs 22:6)***

We therefore aim to encourage and be role models for positive behaviour in school as this is a vital element when promoting the *Sherrier Way of behaving*.

As leaders of the school we are committed to maintaining high standards of behaviour at Sherrier. We aim to achieve this in the following ways:
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<b>Community-</b> we will teach children how we expect them to behave as part of the Sherrier community (in class, around the school and on the playground).
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<b>Compassion-</b> Throughout their time at Sherrier, children will understand how to care for themselves and others. When dealing with behaviour, staff at Sherrier will do so with compassion.
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<b>Creativity-</b> As part of the resolution to issues, children will learn how to look at incidents from other children's point of view.
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*Expected* behaviour will have key characteristics at Sherrier and children will be encouraged to be:

- ✓ Respectful towards each other and all adults in school.
- ✓ Supportive of each other.
- ✓ Considerate of everyone's interests around school.
- ✓ Welcoming and positive to visitors.
- ✓ Able to set high standards for themselves and become role models for others.
- ✓ Taking responsibility for their own behaviour.

**These attributes have a positive impact on teaching and learning**

## Values

Our values are underpinned by many faiths and are centred around the virtues of:

• <b><u>Love</u></b> .....We aim to foster a love of learning by being part of a loving community that cares for and nurtures its members.
• <b><u>Generosity</u></b> ..... We aim to show the quality of being kind and generous.
• <b><u>Peace</u></b> ..... We aim to resolve conflict by talking and negotiating.
• <b><u>Patience</u></b> .....We aim to listen with care to the views of others.
• <b><u>Kindness</u></b> ..... We aim to encourage a positive caring attitude to one another and for the school environment.
• <b><u>Friendship</u></b> ..... We aim to make friends that care about us whatever happens!
• <b><u>Celebrating diversity</u></b> ..... We aim to make sure everyone is accepted for who they are and help protect anyone who is struggling to be involved at school.
• <b><u>Self -Control</u></b> .....We aim to respond to each other in a polite, thoughtful and respectful manner.
• <b><u>Respect</u></b> .....We aim to treat others as we would wish to be treated.
• <b><u>Forgiveness</u></b> .....We aim to accept apologies and try to understand and help others who find it difficult to be kind and caring.
• <b><u>Compassion</u></b> .....We aim to empathise with others and show respect for them in doing so.
• <b><u>Trust</u></b> .....We aim for all children to be able to trust that adults will keep them safe.
• <b><u>Justice</u></b> .....Children understand the concept of fairness and how the rewards and sanctions.

The policy ensures that all members of the Sherrier community work together. The following responsibilities are linked to the fact that all children, staff and families have the right to come to school and be treated fairly and with respect.

## Rights and Responsibilities

### CHILDREN'S, STAFF AND PARENT'S:

CHILDREN'S RIGHTS	RESPONSIBILITIES
To learn in a safe place	To follow safety rules/ keep yourself and others safe <b>BE SAFE</b>
To learn and have a good education	To do your best and let others learn and the teachers teach <b>ALWAYS DO YOUR BEST</b>
To be respected	Respect others- opinions / differences/ authority <b>RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE.</b>
To use a variety of school equipment, books and materials	To take care of all the things you use <b>ALWAYS DO YOUR BEST</b>
To be treated fairly	To accept consequences and treat others fairly <b>RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE</b>
To have your own personal space	To respect others privacy <b>BE SAFE RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE</b>
To be heard	To listen to others and to tell someone when there is a problem <b>BE SAFE</b>

STAFF RIGHTS	RESPONSIBILITIES
To be respected	To model courteous / respectful behaviour towards each other, children and parents <b>RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE</b>
To have opinions heard	To listen to others. Give opinions in a constructive manner <b>RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE</b>
To be supported by colleagues	Ask for help when needed. Offer support to other colleagues <b>RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE</b>
To be made fully aware of systems and policies	To find out information and use lines of communication <b>ALWAYS DO YOUR BEST</b>
To receive appropriate training to improve skills of positive behaviour management	To support others in promoting positive behaviour. Be willing to try new ideas. <b>ALWAYS DO YOUR BEST, RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE</b>
To receive appropriate pastoral care in such times of allegations of misconduct are made –School will follow guidance laid out in 'Dealing With Allegations against Staff'	To follow all Safeguarding advice given by the Head teacher and report concerns to relevant DSL's (Designated Safeguarding Lead).

PARENT'S RIGHTS	RESPONSIBILITIES
To be treated with respect	To behave respectfully towards others <b>RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE</b>

To have concerns listened to	To listen to others. Give opinions in a constructive manner <b>RESPECT YOURSELF, OTHERS AND EVERYTHING YOU USE</b>
To be kept informed about child's behaviour and progress	Support school with behaviour issues. Keep school informed about any issues likely to have an effect on behaviour. Look at your child's behaviour points on Class Dojo regularly.
To be made fully aware of systems and policies	To find out information and use lines of communication such as use of Class Dojo or emails.

## Sherrier School Rules: The Golden Rules

Our school has five golden rules that were decided jointly with staff and children. They encompass all aspects of positive behaviour that we expect.



These rules are displayed in all classrooms and are used regularly to praise children and act as a reminder for those who need it.

## Expectations of behaviour throughout the day

Activity / Time of Day	Who is responsible	Expectation
Before school starts	Parents until 8.40am(KS2) and 8:45am (FS/KS1)	Children will only be on site from 8.40am.
	(Until drop-off at gates as from Sept 2020)	The play equipment is <b>not</b> to be used during this time.
	<b>Pastoral Manager to be outside from 8:40-8:55am</b>	Children to come into

		directly into the classroom.
Lining up – any time of school day or in an emergency	Sherrier Adults / Children	Class lines silent and orderly.
Register – morning and afternoon	Sherrier Adults / Children	Children are marked off as they enter the classroom in the morning.  Silence unless it is your turn to answer.
Moving around school – any time of day	Sherrier Adults / Children	Walk sensibly and quietly so as not to disturb the learning of others.
Playtimes	Break / Lunchtime Supervisors / Children	See separate playtime rules.
Assembly (when allowed to restart)	Sherrier Adults / Children	Class lines enter and leave hall in silence / Show respect to others when in assembly and during the prayer or time of reflection.
Leaving School at End of the day	Sherrier Adults until children off site / Parents / Children	The play equipment is <b>not</b> to be used at this time.  Walk quietly / Be safe and go straight home or to your after school activity or after care provision.  Children will inform and adult or report to the office if there is problem or a query about going home.

## Ensuring consistency

### Ensuring a consistent approach to behaviour management and developing effective classroom management

As a school we continually monitor and evaluate our Reward and Sanctions Systems and how they are applied throughout the school.

1. The children's views are always considered when evaluating and changing these at Sherrier.

2. We have a moral code that promotes rights and responsibilities of staff, pupils and their families that incorporates high expectations of behaviour.
3. At the start of the academic year, staff have input into revising the 'Agreed Expectations' booklet that clearly outlines The Sherrier Way of supporting and dealing with behaviour.
4. Other policies that link to this one: Anti-Bullying/ Online Safety/E Safety/Computing, Staff Conduct/Staff Handbook, Safeguarding, Assessment/Behaviour for learning and Child Protection.

## Encouraging positive behaviour

We feel it is very important to encourage appropriate behaviour at Sherrier and also to model and teach the different ways that this can be achieved. The ethos of the school is central to establishing and maintaining high standards of behaviour. The HMI report "Good Behaviour and Discipline in Schools" emphasises the part played in this by the example set by teachers and other adults;

*"...where teachers are seen by pupils to work hard, to put themselves out in the interests of pupils, to have high standards, to co-operate successfully and to treat each other courteously, these same attitudes flourish more readily among pupils themselves ... where teachers insist, firmly but fairly, on hard work and commitment from pupils and on high standards of behaviour, they are more likely to obtain them."* (Paragraph 53).

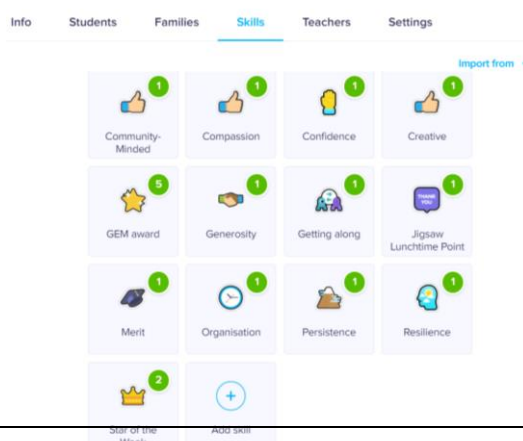
Two ways that we try to encourage good behaviour are through the use of praise and a system of rewards that we can efficiently record for the children.

### 1.Praise

As a general rule, adults should try to give more positive praise than negative reminders – at least 5 positive comments for every 1 negative. Praise can be given in formal and informal ways, in public or in private, in order to attain good standards as well as for particular achievements. The idea of what is appropriate school behaviour is not automatically learned, and we must help to show children what acceptable behaviour is.

### 2.Class Dojo

Throughout the day, each child's behaviour is recorded using the behaviour app 'Class Dojo'. This communicates to parents any positive behaviours seen and any warnings that have had to be issued consistently across a day. Examples of what our rewards can be given for.





## **Rewards**

A range of rewards for children are given at Sherrier. A child can be recognised as an individual, as part of the whole class and as part of the whole school.

**Individual:** Amongst those rewards used at present are:

- Acknowledging when children have achieved the learning intention and related success criteria.
- Giving Merit Points for work that indicates that children have done their best (*Whole school*) these will be added to their *Class Dojo* throughout the day.
- After every 20 merits children receive a certificate: Bronze, Silver and Gold.
- Star of the Week certificates given in special assemblies (*Whole school, currently in classrooms*).
- Verbal praise that describes the positive behaviour witnessed.
- Being given a GEM award (Going the Extra Mile) for any work showing excellent effort or achievement or any behaviours that are recognised as excellent.

**Class rewards:** Each class can earn points if all the class work as a team to meet the target set by the teacher. This is known as 'Marble In the Jar' system.

## **Whole school: Team Points**

The House System The house system at Sherrier C of E Primary School aims to reward positive behaviour and foster the feeling of teamwork and belonging among the children. There are four houses:

Topaz (Yellow)

Emerald (Green)

Amethyst (Blue)

Mica (Red)

House points can be awarded by any adult to any child and are given in recognition of;

1. Outstanding behaviour, achievement and effort.
2. Keys to Success.
3. For displaying the Christian values or attributes of the Sherrier Way.

Captains for the teams are appointed following an application process where they outline their skills and commitment to the job for the entire year. The house display board, by the hall, shows fortnightly, cumulative totals for each house as well as the top scorers in each house. Children can be divided into House teams within the classroom or for other events such as Sports Days. The winning house each year is awarded the trophy decorated in their house colours.

### **Foundation Stage:**

In Foundation Stage, the children are encouraged to follow our school's Golden Rules and all take part in 'The Race'. Each child's photograph is initially placed at the start of 'The Race' then each child has the opportunity to earn the reward of moving up to the next stage (numbered 0-10) if they have tried their best on a piece of work, demonstrated sharing, displayed an act of kindness etc. Once a child reaches number 10 they win a Golden Ticket, which allows them to receive 10 Dojo points and a gift of their choice from their class teacher's treasure box.

Following our school behaviour policy, there may be times where children 'crash' off the track for breaking our Golden Rules. Children would ordinarily receive a 'warning' if they are not abiding by our rules and need a reminder; however, after receiving positive encouragements, if a child's behaviour/ actions continue then they would receive a second warning (photograph moved to the orange spot) and finally a third warning (photograph moved to the red spot), which would result in crashing off the track with 5 minutes time out for reflection. Throughout the process, the children are given opportunities to make the right choices and earn their place back on the track (being placed at the same number).

### **Unacceptable Behaviour**

**There is no place for the following types of behaviour at Sherrier Church of England Primary School and these must always be discouraged and reacted to with reasonable sanctions.**

Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to, bullying (including cyber-bullying), gender- based violence/sexual assaults and sexting.

*These will be dealt with on a case-by-case basis and with the direction of a DSL.*

- disrupting the learning of others
- violence against any other child or member of staff
- bullying (see our separate anti-bullying policy)
- harassment (racial, sexual or homophobic)
- vandalism

- rudeness
- inappropriate language
- stealing
- lying
- spitting
- *For full list of all behaviours see appendix 2*
- Low level disruption (see appendix 7)

### **These attributes have a negative impact on learning and teaching**

*The Behaviour logs to review by the behaviour lead in order to monitor behaviour and identify possible patterns and trends. Sanctions and programmes are decided upon on an individual basis in order to support children who display unacceptable behaviour. If children are causing concern, then;*

- Staff will enquire further into the incidents and decide on the course of action to be taken.
- Staff will contact parents or (delegate others to ring) in order to find solutions to the challenging behaviour.

### Sanctions – see **Appendix 3**

It is expected that all disturbances to learning of any kind are reacted to in some way. The sanctions system starts with warnings and chances for children to make the right choices. (See Appendix 3)

Where rules are broken; there must be a system of appropriate sanctions. Where possible, sanctions should be seen to match the offence in order to be most effective.

Minor infringements will be dealt with by the adult responsible for the child at the time.

Sanctions to be used in the classroom are:

1. You will be warned that your behaviour is unacceptable. An adult will explain how you should behave.
2. You will be warned and reminded for a second time, moved from the green to yellow on class traffic light.
3. You will be moved to another place within your classroom, added to Class Dojo parents informed.
4. You will be taken to the other year group classroom to do your work.
5. You will be taken to a Phase leader with work, meeting with parents organised.
6. You will be taken to Behaviour lead with work.

These sanctions are used consistently throughout the school. They are displayed in all classrooms. Most children should not need to move beyond sanction 2. Children are given the opportunity to make the right choices at sanction 1 and 2 where adults make it clear what the unacceptable behaviour is that they are witnessing and what the acceptable alternative is. Verbal praise will be given if the child changes their behaviour and chooses to behave acceptably. Use of the traffic light system/behaviour log:

Each class should have displayed a laminated “Traffic light” that records behaviour. The school has a behaviour log where incidents are recorded.

If a child reaches red then they will automatically lose their playtime and will complete work with the Lunch Time Behaviour staff member during the next lunchtime. (this should be no longer than 20 minutes).

Should a child receive 3 warnings or more, then an incident will be created on Class Dojo at the end of the day. These are monitored by the Behaviour Lead. If three behaviour incidents are issued then parents are called in for a meeting with the Phase Leader and the Class Teacher. If this behaviour continues a further meeting will take place with the Behaviour Lead and parents. The Deputy Head Teacher and Head Teacher are to be involved if behaviour does not improve following a meeting with the parents. (See Appendix 8a for flow chart.)

### Lunchtimes

Lunchtime supervisors are valued members of staff and integral to maintaining the positive behaviour and ethos of the school. Provision is made for active and healthy lunchtimes. If a child behaves inappropriately during lunchtime, the member of staff will give the child a verbal warning to improve their behaviour. If the child does not rectify their behaviour, the child will be referred to the Behaviour Duty (a class teacher available at lunchtimes). If the behaviour is not acceptable this is placed on Class Dojo. In the event of this, the lunchtime supervisor or behaviour duty member should inform the class teacher at the end of lunchtime.

If a child is disrespectful to a member of our lunchtime staff, or a serious incident occurs, this should be reported to the class teacher, who will take the appropriate actions.

Lunchtimes can be problematic for some children, as they are in school but outside the normal classroom environment. We do expect that school rules will apply at playtimes as well as during the rest of the school day. Lunchtime supervisors should be treated with the same respect as other adults in the school and are expected to use the school system of rewards and sanctions.

Any occurrences of "Unacceptable Behaviour" described above taking place at playtime are dealt with appropriately as mentioned previously.

Children who find lunchtimes challenging will be discussed and programmes put into place that may involve the following:

- Identify an adult that the child can refer to if experiencing difficulties
- Peer support through peer mentors
- Attendance at lunchtime /Time Out opportunity to improve behaviour (Lunch club)

### Time Out Space:

The Hive classroom will be used if ever necessary as an area to give space and time from the rest of their class in order that they complete work set. There will be an adult supervising that this work is completed and that the child receives the appropriate time for eating, drinking and going for comfort breaks.

### Behaviour plans:

For some children in school further behaviour monitoring is required and a Behaviour plan is used to assess risk of negative behaviours and how to prevent them. De-escalation strategies are record to support individuals during these behaviours. It is the responsibility of Sherrier staff to follow these in line with the school's behaviour system. All behaviour plans are discussed and shared with parents and adults working with the individuals and reviewed.

### Exclusions:

We use exclusions as a last resort. Decisions to exclude can only be taken by the Head Teacher and are always considered very carefully using a range of evidence. Exclusions will be considered primarily when there is a serious risk to the health and safety of the child concerned or others in the school as a result of their behaviour. The current Local Authority Guidance is adopted to support the process. Lunchtime exclusions are also a possibility if unacceptable behaviour persists after support is given. This option will be discussed with parents when necessary.

### Racist and homophobic Incidents:

These incidents are always recorded and investigated and parents will automatically be informed if their child has been part of any incident (victim or perpetrator).

### Anti-Bullying: see separate policy

It is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos. Our aim must be to enable children to develop the skills to allow them to deal with situations that they may encounter.

### What do we mean by bullying?

Besag, 1989 stated

*"Bullying is an attitude rather than an act. It can be defined as bullying, by measuring the affects the acts have on a vulnerable child"*

All definitions of bullying include three parameters:

- Repetitive prolonged over time – STOP
- An imbalance of power
- Physical, verbal, emotional, racist or sexual

### Identifying the problem

Children who are being bullied at school will not always be prepared to tell those in Authority. It is important therefore that staff can recognise specific behaviour patterns in children. Signs of bullying might include:

- unwillingness to come to school
- withdrawn, isolated behaviour
- complaining about missing possessions
- refusal to talk about the problem
- easily distressed

- damaged or incomplete work

Staff will be able to use their knowledge of their pupils to identify changes in their behaviour that might indicate bullying.

Staff should regularly remind children that problems can be discussed confidentially at their request.

#### Other Unacceptable Behaviour not necessarily observable in school

The Government have clarified school's position of intervention outside of the school grounds. In Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupil's conduct when they are not on school premises. This means the school may record incidents that occur near the school, or on the children's way between school and home e.g. taxis to and from school and online (social media).

At Sherrier, teachers may discipline pupils outside of school if a pupil is;

- ❖ taking part in any school-organised or school-related activity, or
- ❖ travelling to or from school, or
- ❖ wearing school uniform, or
- ❖ in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- ❖ could have repercussions for the orderly running of the school, or
- ❖ poses a threat to another pupil or member of the public, or
- ❖ could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

#### Sexting

- Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone whatever their age, gender or sexual preference.
- However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to

someone else, young people are not even aware that they could be breaking the law as stated as these offences under the Sexual Offences Act 2003.

#### Up skirting

- Is when someone is caught taking a photograph or video recording beneath the skirt or dress of a person (or enabling another person to do the same), without their consent for the purpose
- Any incidents of this must be reported to a DSL/Behaviour Lead. All incidents are recorded via CPOMS and parents will be informed.

#### Mental Health and Wellbeing

We monitor and have in place tools across school to support our children with any Mental health concerns.

- ELSA: Our pastoral team are trained in ELSA (Emotional Literacy Support Assistants) and tools are used in small sessions across the school.
- Jigsaw PHSE: a mindful approach to PHSE. This is used in classrooms across school aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.



**(Appendix 1) Behaviour observation form: Acceptable Behaviour:**

**Name..... Class.....**

<b>Always Do Your Best:</b>	
Read and follow the Success Criteria for each lesson	
If you notice that something needs doing, do it yourself rather than wait for someone else	
Join in with all activities	
Cooperate with the people you are working with	
Feel proud of yourself and your work	
<b>Respect Yourself, Others and Everything You Use:</b>	
Keep your hands and feet to yourself	
Listen to the person that is speaking	
Look at the person that is speaking to you	
Put your hand up to take your turn to speak	
Be quiet when other people are talking	
Be polite – remember to say please, thank you, excuse me	
Get help if someone is hurt or upset	
Do as adults at school say straight away without arguing or answering back	
If you can't say something nice, don't say anything at all	
Let other children get on with their work	
Put things away	
Use equipment correctly – if you are not sure ask an adult to help	
Take care of displays	
Take care of your work and the work of others	
Put all litter in the bins provided	
Hang up coats	
Put bags away	
<b>Do Be Honest</b>	
Tell the truth at all times, even when it is difficult	
Own up if you have done something wrong	
<b>Do Play Well Together:</b>	
Allow other children to join your group or game	
Keep your hands and feet to yourself	
<b>Keep Safe:</b>	
Think before you act!	
Keep your chair tucked under the table	

Walk quietly around the classroom	
Walk quietly and sensibly around school	
Hold the doors open for other people	
If another child causes you a problem, tell an adult straight away. They will help you to solve the problem	
Follow instructions adults at school give you	
Keep your hands and feet to yourself	

## (Appendix 2) Unacceptable Behaviours

**Name** ..... **Class** .....

Behaviour seen	Date
Physical	
Punching	
Kicking	
Slapping	
Pushing	
Biting	
Pinching	
Coat / Hair pulling	
Tripping up	
Spitting	
Poking	
Verbal or Actions	
Racist behaviour	
Sexist behaviour	
Homophobic behaviour	
Name calling	
Whispering nasty things about people or starting rumours	
Swearing	
Shouting out	
Showing off	
Lying	
Preventing others getting on with their work	
Refusing to follow instructions	
Failing to produce work	
Damaging equipment	
Running around the school	
Ignoring people on purpose	
Other Threatening behaviour	
Throwing equipment	
Encouraging other children to do the wrong thing	
Writing nasty things about people	

## Appendix 3:



## Appendix 4

### Star Of The Week

- When....  
You have shone 'like a star' in your work and behaviour



www.tpt.info

### Class Marbles

- When....
  - The whole class works as a team
  - You will receive your reward when you earn 20 marbles



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### Merits

- When....
  - You have done a good piece of work
  - You have made a massive effort in your work



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## Appendix 5 -Unacceptable Behaviours at playtimes and their Sanctions

Behaviour seen		Sanctions as decided by School Council – on class dodjo
Physical	Punching	-3 points
	Kicking	-3 points
	Slapping	-3 points
	Pinching	-3 points
	Biting	-3 points
	Spitting	-3 points
	Pulling (hair or coats)	-3 points
	Pushing	-3 points
	Poking	-3 points
	Using a weapon	-3 points
	Inappropriate touching (where your swimming costume would be)	-3 points
	Inappropriate role pole	-3 points
	Verbal	Lying
Racist remarks		-3 points
Homophobic remarks		-3 points
Sexist remarks		-3 points
Inappropriate sexual language		-3 points
Whispering things		-3 points
Starting rumours		-3 points
Swearing		-3 points
Showing off		-3 points
Name calling		-3 points
Answering adults back/rudeness		-3 points
Actions	Refusing to follow instructions	-3 points
	Damaging equipment	-3 points

	Racist actions	-3 points
	Sexist actions	-3 points
	Homophobic actions	-3 points
	Encouraging others to do the wrong thing	-3 points
	Going out of bounds	-3 points
In lessons	Time Out Form	-2 points

### Appendix 6 - Positive Behaviour Reward Points

Reward	Positive Points shared on Class Dojo
Star of the Week	3 points
GEM Award	5 points
Team Point	1 point
Merit	1 point 20 for a certificate

## Appendix 7 - Agreed List of Low Level Disruption Actions

The school council have created, agreed and ratified a list of actions that will be classed as Low Level Disruption in lessons and will result in a warning.

- ❖ Talking whilst the teacher talks
- ❖ Not following the noise level set my class teacher
- ❖ Distracting others
- ❖ Whispering inappropriately
- ❖ Letting members of the group down by not working
- ❖ Waving or making sounds to get attention
- ❖ Using annoying voices
- ❖ Hiding equipment
- ❖ 'Winding' others up
- ❖ Ignoring instructions
- ❖ Shouting out
- ❖ Not using the toilet at dedicated times (break and lunchtimes)
- ❖ Fighting over chairs
- ❖ Talking loudly / across the room
- ❖ Playing with blu-tak
- ❖ Drawing on whiteboard
- ❖ Scribbling on work
- ❖ Being 'nosey parkers'
- ❖ Making excuses / not being honest
- ❖ Talking off task
- ❖ Putting things in mouth (e.g. toolkit, cardigan, jumper)
- ❖ Sitting under or against table
- ❖ Fiddling with.....
- ❖ Swinging on chairs
- ❖ Gossiping
- ❖ Not being honest
- ❖ Not trying your best

This list is not exhaustive. Low Level disruption is any action that prevents an individual from learning to their very best. By not being fully attentive or acting in a way that may prevent in others from learning to their best ability is classed as low level disruption. This results in a warning.



## Appendix 8a:

### Behaviour Policy: Step by Step

# Behaviour Procedures - Lessons

Following the traffic light system, if remain on the Red for the majority of the day  
then:



Class teacher to inform parents via Class Dojo (end of day), send a message  
informing parents why this has happened.



Behaviour lead to monitor weekly on Class Dojo reports.



If more then 3 issued over a half term, phase leaders to organise meeting with Class  
Teachers and Parents. Behaviour Lead to communicate when this is required.



If behaviour continues and a pattern is established, behaviour lead will contact  
parents again and meeting will be arranged to discuss.

## Appendix 8b:

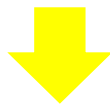
# Behaviour Procedures - Break and Lunch times

Adult to complete (Behaviour Duty) inform Class Teacher/ Phase Leader as soon as possible.

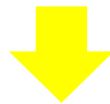


Class teacher to inform parents via Class Dojo, if behaviour has been repeated in class and not turned around in the day.

If a red card is given, inform parents at the end of the day and remove Dojo points.



If more than 3 issued over a half term, phase leaders to organise meeting with Class Teachers and Parents. Behaviour Lead to communicate when this is required.



If behaviour continues and a pattern is established, behaviour lead will contact parents again and meeting will be arranged to discuss.